

## Excluding People From Groups

<b>Grade Level</b>	Fourth
<b>Minimum Time Required</b>	2 - 30 Minute class periods
<b>Materials/Resources</b>	Book – “Creole” by Stephen Cosgrove (a Serendipity book) “Creole” Handout
<b>Subject Area(s)</b>	Guidance – Language Arts

### Project Description:

1. Ask the students:

- a) “How many people here have friends?”
- b) “How many have friends who look exactly alike?”
- c) “What are some ways that your friends look different from each other?”

Say to the students, “It’s a good thing we’re all a little different from each other. It wouldn’t be much fun to play with people who are all exactly the same. Here’s a story about some animals who didn’t know that it was okay to be different. This story is about a very nice animal named Creole who wanted very much to be friends with the other animals in the kingdom.”

2. Read **Creole**, by Stephan Cosgrove, (A Serendipity book) After reading the story, ask the students:

- a) “What was Creole feeling in this story?”
- b) “Why didn’t the other animals like Creole?”
- c) “Who was Creole’s friend?”
- d) “Why was the alligator his friend?”
- e) “Why do you think the animals left Creole out of their group?”
- f) “Have you ever left someone out of a group?”
- g) “How did it feel to do that?”
- h) “What do you think it means to say, ‘Never judge a book by its cover’ or ‘Never judge someone by the way he or she looks’?”
- i) “What did you learn from this story?”

Divide the class into small groups. Let each student answer the following questions:

- a) “A time it was fun being part of a group...”
- b) “A time I was left out of a group..”

3. Story comprehension (attached)

Give each student the accompanying Creole story squares. Review what happened in the story according to each square. Ask the students to cut out the squares and put them in the correct order as they happened in the story. The squares can be pasted on a separate piece of paper and the pictures can be colored. Ask the students to write the meaning of the story on the back of the sheet they put the squares on.

4. Role-play - Present the following role-play to the class. Select students or ask for volunteers to act out the parts.

Teacher: Today we are going to play kickball. Sam and Anita will be team captains. They will choose their teammates.

Sam: I pick Randy.  
 Anita: I pick Sheila.  
 Sam: I pick Lance.  
 Randy: Oh, no, Sam, we don't want him. He stinks!  
 Sheila: Hey, that wasn't very nice. That's a put-down.  
 Randy: Yeah, but it's true. He's a klutz.  
 Sheila: Well, we can't all be stars. Besides, he's really good at being umpire and I think we can use him on our team. Anita, what do you think?  
 Anita: Sure, Lance can be on our team.

Follow-up: Ask the students:

- a) How did Randy treat Lance?
- b) What talents or skills were important to Randy?
- c) How did this affect Lance?
- d) How did Sheila respond?
- e) What qualities did she notice in Lance?
- f) Have you ever stood up for a friend?

You may do other role plays that are a variation on this theme. Emphasize empathy, loyalty to friends and courage to state your opinions.

<b>Career Development Standard</b>	Awareness of the importance of personal responsibility and good work habits.
<b>Career Development Indicator</b>	Demonstrate the ability to work with people who are different from oneself (e.g. age, race, gender).
<b>Delivery Level</b>	Introductory
<b>Academic Standards</b>	
<b>Language Arts</b>	3.1.b Identify helpful listening techniques used in decision-making situations.
<b>Employability/SCANS Skills</b>	Basic Skills Interpersonal Skills
<b>Assessment/Rubric</b>	Students will be evaluated based on class participation and the role play activity.

**Submitted by:** NCDG Elementary Group  
 Project Charlie

# CREOLE

